

<b>Subject group and level</b>	Language acquisition – proficient communicator	<b>Unit duration</b>	About 20 hours
<b>Unit title</b>			

<b>Global context and exploration</b>	Personal and cultural expression: artistry, craft, creation, beauty
<b>Key concept</b>	Creativity
<b>Related concept(s)</b>	Stylistic choices, purpose
<b>Statement of inquiry</b>	Narratives are creatively and purposefully crafted to express oneself and one's culture
<b>Inquiry questions</b> (questions like these will be developed by teachers and students)	
<b>Factual</b>	What are the elements of a narrative?
<b>Conceptual</b>	How do authors ensure their ideas are being conveyed through their story/narrative?
<b>Debatable</b>	To what extent can a story/narrative change our point of view?

<b>Objectives</b>	<b>Summative assessment tasks</b>	<b>Relationship between summative assessment tasks and statement of inquiry</b>
Criterion A: Comprehending spoken and visual text	<b>Task 1 Comprehending spoken and visual text</b> Task set by school. 2 or 3 texts linked to each other and the global context – 1 text must contain visual. Maximum total length of texts - 10 minutes Questions on all texts and all strands of Criterion A. Please indicate clearly which strand of the criterion is being assessed in each question. Questions and responses must be in target language.	Students will engage with and respond to the spoken and visual text by analysing ideas, opinions and attitudes. They will analyse and draw conclusions from the information, main ideas and supporting details presented in the texts by making a response based on personal experiences and opinions from a global perspective. They will analyse conventions.
Criterion B: Comprehending written and visual text	<b>Task 2 Comprehending written and visual text</b> Task set by school. 2 or 3 texts linked to each other and the global context – 1 text must contain visual and one must be literary. Maximum total length of texts: 900-1000 words. Questions on all texts and all strands of Criterion B. Time allowance: 70 minutes.	Students will engage with and respond to the written and visual text by analysing ideas, opinions and attitudes. They will analyse and draw conclusions from the information, main ideas and supporting details presented in the texts and analyse conventions including aspects of format, style and the author's purpose for writing.

	<p>Please indicate clearly which strand of the criterion is being assessed in each question.</p> <p>Questions and responses must be in target language.</p>	
<p>Criterion C: Communicating in response to spoken and/or written and/or visual text</p> <p>Criterion D: Using language in spoken and/or written form</p>	<p><b>Task 3 Interactive Oral</b></p> <p>Students will engage in a conversation with their teacher in response to one of the following written, visual or written-visual stimuli. The student must speak for 4-5 minutes and the whole recording must not last more than 7 minutes.</p> <p>Preparation time: 10 minutes</p> <p><b>1. Written stimulus</b>          “If you do not breathe through writing, if you do not cry out in writing, or sing in writing, then don’t write, because our culture has no use for it” – Anaïs Nin.          Respond critically to this quote expressing your opinion about the creative process.</p> <p><b>2. Visual stimulus</b>          Discuss the role of storytelling in culture.</p> <p><b>3. Written-visual stimulus</b>          Based on the images, create a narrative to complete the story.</p> <p><b>4. Written stimulus</b>          Task to be confirmed.</p> <p><b>5. Visual stimulus</b>          Task to be confirmed.</p> <p><b>6. Written-visual stimulus</b>          Task to be confirmed.</p>	<p>Students will engage in an unrehearsed conversation with their teacher in response to one of the stimuli provided. They will share ideas about creativity using a range of vocabulary, complex grammatical structures and conventions. Students will demonstrate intonation and fluency and use language to suit the context. Students will organize information and ideas and use a wide range of cohesive devices.</p>

<p>Criterion C: Communicating in response to spoken and/or written and/or visual text</p> <p>Criterion D: Using language in spoken and/or written form</p>	<p><b>Task 4 Writing Task</b></p> <p>Students will respond to one of the following written, visual or written-visual stimuli.</p> <p>Students must write 300-400 words.</p> <p><b>1. Written stimulus</b></p> <p>“Art is a lie that makes us realize the truth, at least the truth that is given us to understand. The artist must know the manner whereby to convince others of the truthfulness of his lies” – Pablo Picasso.</p> <p>“I’m always irritated by people who imply that writing fiction is an escape from reality. It is a plunge into reality and it’s very shocking to the system” – Flannery O’Connor.</p> <p>Considering the statement of inquiry and the two quotes above, write a compare and contrast essay for an online literary magazine.</p> <p><b>2. Visual stimulus</b></p> <p>Create your own narrative based on the image provided.</p> <p><b>3. Written-visual stimulus</b></p> <p>As a delegate at the IB Young Writers Convention, you must give a speech explaining how to create a narrative based on the visual shown. Write the text of your speech.</p> <p><b>4. Written stimulus</b></p> <p>Task to be confirmed.</p> <p><b>5. Visual stimulus</b></p> <p>Task to be confirmed.</p> <p><b>6. Written-visual stimulus</b></p> <p>Task to be confirmed.</p>	<p>Students will respond in written form to one of the stimuli provided. They will write about the concept of creativity using a range of vocabulary, complex grammatical structures and conventions. They will organize information and ideas and use a wide range of cohesive devices. Students will express their ideas and feelings and communicate with a sense of register, purpose and style appropriate to the text type specified.</p>
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Language acquisition – Proficient phase

Task 3: Interactive oral

Option 1: Written stimulus

<b>Requirements:</b>	10 minutes preparation time – the student may make notes to refer to during the recording.  The use of dictionaries is not permitted.
<b>Total recording:</b>	7 minutes – the student must speak for 4-5 minutes
<b>Instructions:</b>	Respond critically to this quote expressing your opinion about the creative process.

“If you do not breathe through writing, if you do not cry out in writing, or sing in writing, then don’t write, because our culture has no use for it.” – Anaïs Nin

Respond critically to this quote expressing your opinion about the creative process.

Language acquisition – Proficient phase

Task 3: Interactive oral

Option 2: Visual stimulus

<b>Requirements:</b>	10 minutes preparation time – the student may make notes to refer to during the recording.  The use of dictionaries is not permitted.
<b>Total recording:</b>	7 minutes – the student must speak for 4-5 minutes
<b>Instructions:</b>	Discuss the role of storytelling in culture.





Discuss the role of storytelling in culture.

Language acquisition – Proficient phase

Task 3: Interactive oral

Option 3: Written-visual stimulus

<b>Requirements:</b>	10 minutes preparation time – the student may make notes to refer to during the recording.  The use of dictionaries is not permitted.
<b>Total recording:</b>	7 minutes – the student must speak for 4-5 minutes
<b>Instructions:</b>	Based on the images, create a narrative to complete the story.



Based on the images, create a narrative to complete the story.



Language acquisition – Proficient phase

Task 3: Interactive oral

Option 4: Written stimulus

<b>Requirements:</b>	10 minutes preparation time – the student may make notes to refer to during the recording.  The use of dictionaries is not permitted.
<b>Total recording:</b>	7 minutes – the student must speak for 4-5 minutes
<b>Instructions:</b>	Task to be confirmed.

Task to be confirmed.

These materials are produced  
to exemplify marking standards  
and are for in-school use only.

Language acquisition – Proficient phase

Task 3: Interactive oral

Option 5: Visual stimulus

<b>Requirements:</b>	10 minutes preparation time – the student may make notes to refer to during the recording.  The use of dictionaries is not permitted.
<b>Total recording:</b>	7 minutes – the student must speak for 4-5 minutes
<b>Instructions:</b>	Task to be confirmed.

Task to be confirmed.

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Language acquisition – Proficient phase

Task 3: Interactive oral

Option 6: Written-visual stimulus

<b>Requirements:</b>	10 minutes preparation time – the student may make notes to refer to during the recording.  The use of dictionaries is not permitted.
<b>Total recording:</b>	7 minutes – the student must speak for 4-5 minutes
<b>Instructions:</b>	Task to be confirmed.

Task to be confirmed.

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Language acquisition – Proficient phase

Task 4: Written task

Option 1: Written stimulus

**Requirements:**

Students must write 300-400 words.

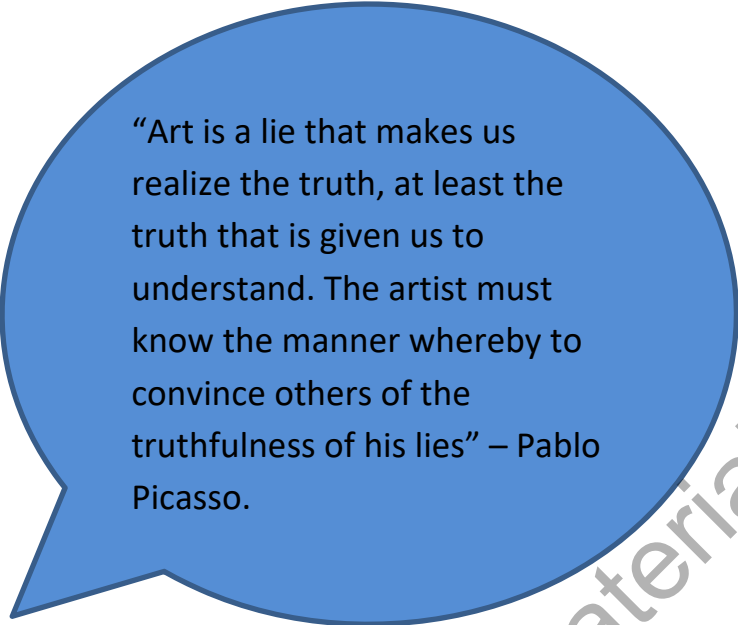
The use of dictionaries is not permitted.

**Instructions:**

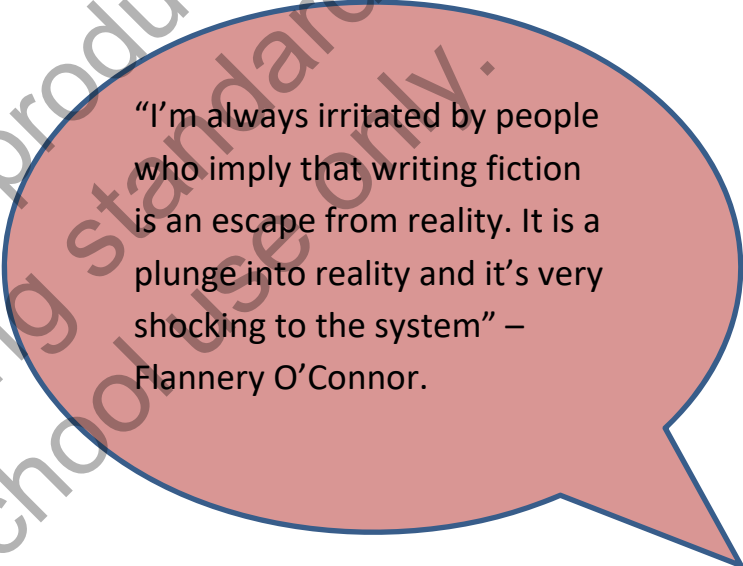
“Art is a lie that makes us realize the truth, at least the truth that is given us to understand. The artist must know the manner whereby to convince others of the truthfulness of his lies” – Pablo Picasso.

“I’m always irritated by people who imply that writing fiction is an escape from reality. It is a plunge into reality and it’s very shocking to the system” – Flannery O’Connor.

Considering the statement of inquiry and the two quotes above, write a compare and contrast essay for an online literary magazine.



“Art is a lie that makes us realize the truth, at least the truth that is given us to understand. The artist must know the manner whereby to convince others of the truthfulness of his lies” – Pablo Picasso.



“I’m always irritated by people who imply that writing fiction is an escape from reality. It is a plunge into reality and it’s very shocking to the system” – Flannery O’Connor.

Considering the statement of inquiry and the two quotes above, write a compare and contrast essay for an online literary magazine.

Language acquisition – Proficient phase

Task 4: Written task

Option 2: Visual stimulus

**Requirements:**

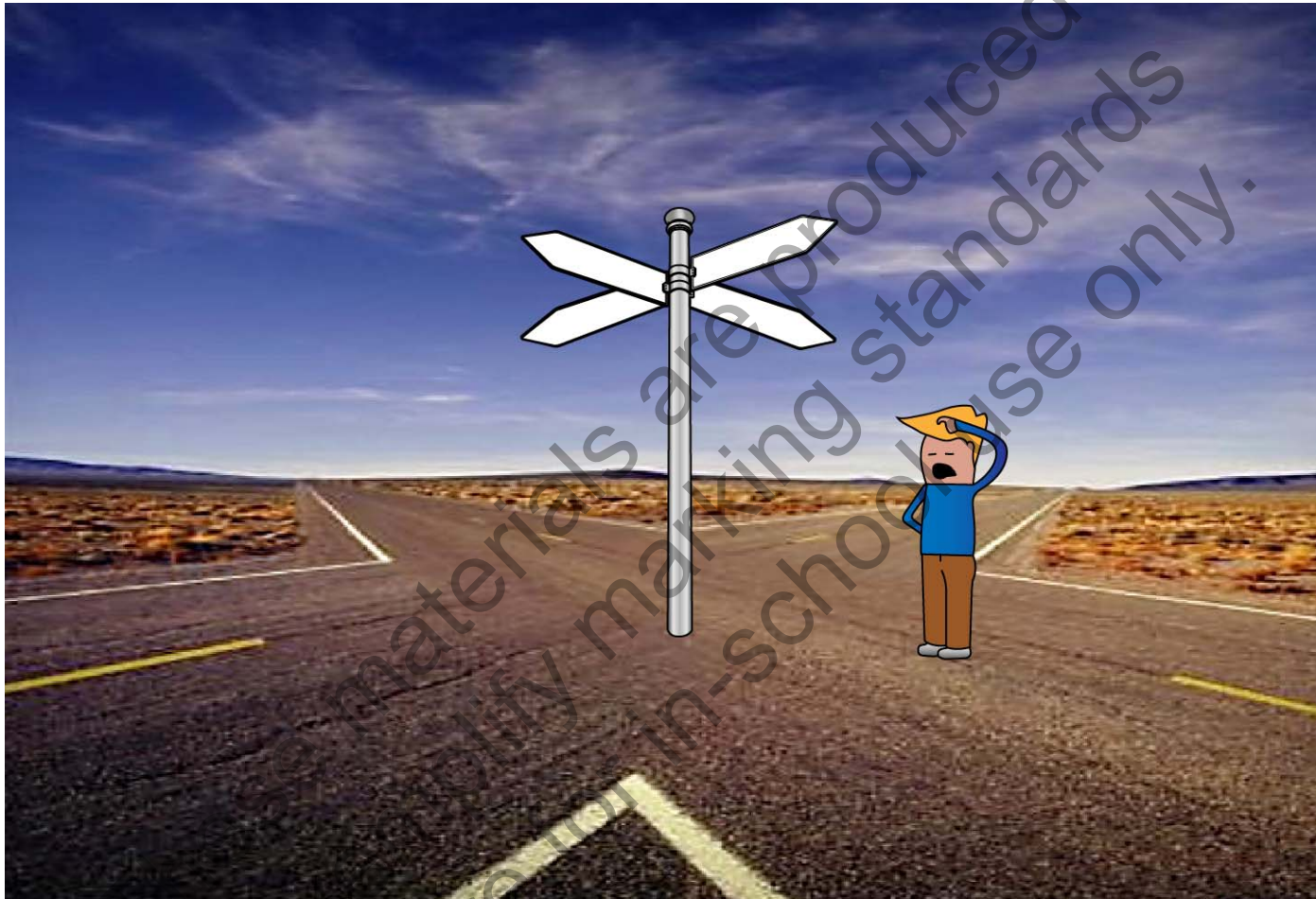
Students must write 300-400 words.

The use of dictionaries is not permitted.

**Instructions:**

Create your own narrative based on the image provided.

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Create your own narrative based on the image provided.

Language acquisition – Proficient phase

Task 4: Written task

Option 3: Written-visual stimulus

**Requirements:**

Students must write 300-400 words.

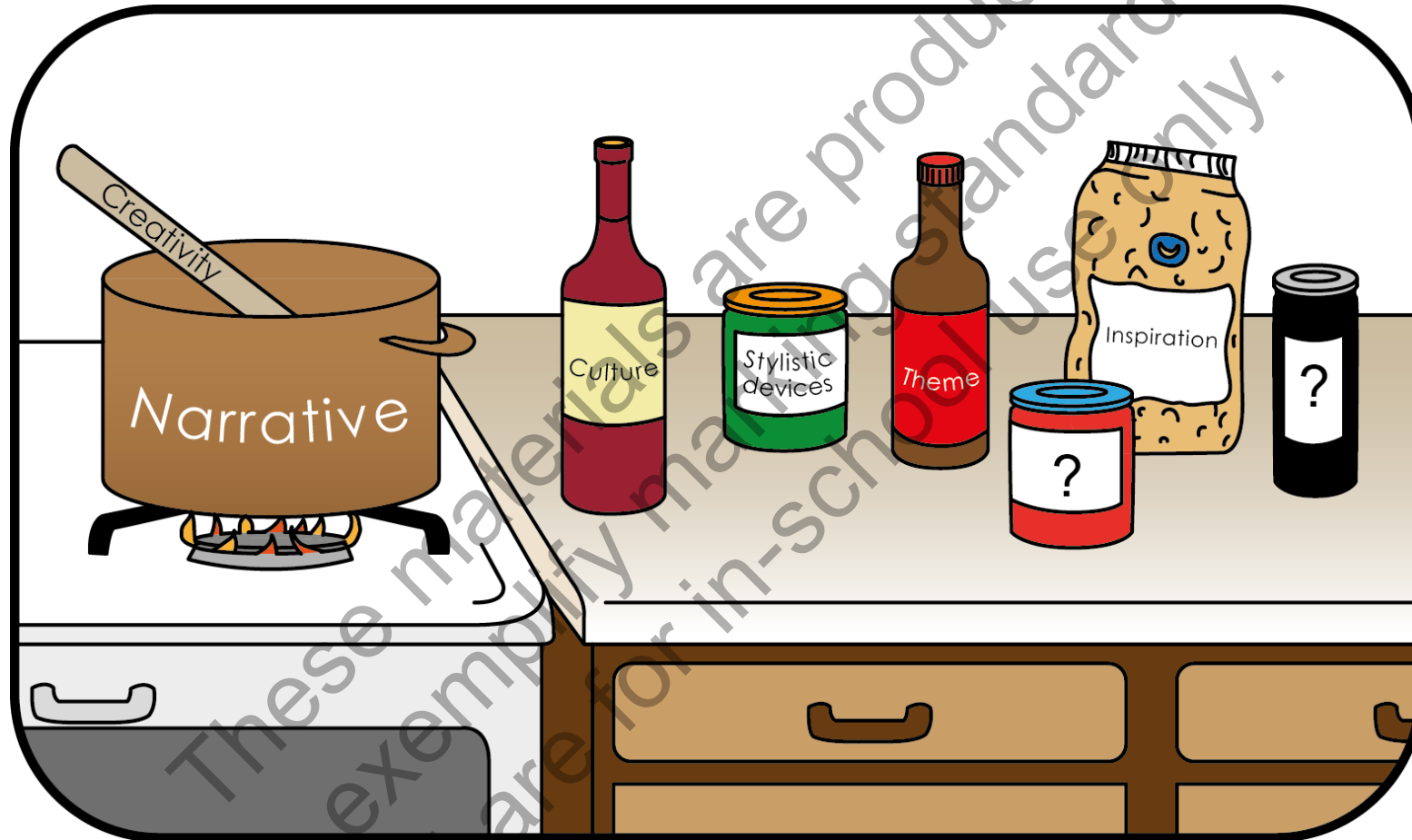
The use of dictionaries is not permitted.

**Instructions:**

As a delegate at the IB Young Writers' Convention, you must give a speech explaining how to create a narrative based on the visual shown. Write the text of your speech.

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As a delegate at the IB Young Writers Convention, you must give a speech explaining how to create a narrative based on the visual shown. Write the text of your speech.



Language acquisition – Proficient phase

Task 4: Written task

Option 4: Written stimulus

**Requirements:**

Students must write 300-400 words.

The use of dictionaries is not permitted.

**Instructions:**

Task to be confirmed.

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Task to be confirmed.

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Language acquisition – Proficient phase

Task 4: Written task

Option 5 : Written stimulus

**Requirements:**

Students must write 300-400 words.

The use of dictionaries is not permitted.

**Instructions:**

Task to be confirmed.

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Task to be confirmed.

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Language acquisition – Proficient phase

Task 4: Written task

Option 6: Written-visual stimulus

**Requirements:**

Students must write 300-400 words.

The use of dictionaries is not permitted.

**Instructions:**

Task to be confirmed.

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Resources (the following resources are suggestions only. They may be used during the teaching of the unit)

<http://www.chineseparade.com/>  
<https://www.newsela.com/articles/hawaii-mountain/id/11142/>  
<https://vimeo.com/104728528>  
<http://www.eastoftheweb.com/short-stories/UBooks/CaseLowe950.shtml>  
<http://www.chlive.org/pbeck/eastlibrary/MYTHOLOGY.htm>  
<http://www.vogue.com/slideshow/13331206/back-to-school-uniforms-photos/>  
<https://www.youtube.com/watch?v=FS06LqpgkFE>  
[http://kids.lovetoknow.com/wiki/What\\_Do\\_Kids\\_Think\\_About\\_School\\_Uniforms](http://kids.lovetoknow.com/wiki/What_Do_Kids_Think_About_School_Uniforms)  
<http://www.native-english.ru/topics/popular-free-time-activities-of-teenagers>  
<https://www.youtube.com/watch?v=leGS7md8Y8s>  
<https://vimeo.com/93140602>  
<https://vimeo.com/66019492>  
<https://vimeo.com/35744959>  
<https://images.unsplash.com/photo-1438109491414-7198515b166b?q=80&fm=jpg&s=cdbabf7a79c087a0b060670a6d79726c>  
[http://40.media.tumblr.com/52281a24b670997a92aaf55a9c3d20a1/tumblr\\_ns31b5z1Bm1slhhf0o1\\_1280.jpg](http://40.media.tumblr.com/52281a24b670997a92aaf55a9c3d20a1/tumblr_ns31b5z1Bm1slhhf0o1_1280.jpg)  
<https://images.unsplash.com/photo-1436915947297-3a94186c8133?q=80&fm=jpg&s=5c943a0880b97c3c26d2fe7ae218bb5c>  
<https://images.unsplash.com/photo-1437572848259-df63caa1a552?q=80&fm=jpg&s=993c72dbed07e84925aee0f935bb31a7>  
<https://vimeo.com/92471917>  
<https://vimeo.com/33670490>  
<http://www.les-uniformes.com/wp-content/uploads/2014/10/Uniforme-scolaire-02.jpg>  
<http://images.visitbeijing.com.cn/20120829/lmg214744236.jpg>  
<http://previews.123rf.com/images/virinka/virinka1301/virinka130100142/17514736-Children-are-engaged-in-the-hobbies--Stock-Vector-cartoon-children-school.jpg>  
<http://www.ingodsimage.com/wp-content/uploads/2013/04/Two-HUGE-Lies-in-Modern-Culture.jpg>